DOCUMENT RESUME

ED 389 111 EC 304 396

AUTHOR	Ahearn, Eileen M.
TITLE	School-Linked Services in K-12 Systems: An Annotated Resource List. Final Report.
INSTITUTION	National Association of State Directors of Special Education, Alexandria, VA.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	3 Nov 95
CONTRACT	HS92015001
NOTE	111p.; Prepared by Project FORUM.
AVAILABLE FROM	National Association of State Directors of Special Education, Inc., 1800 Diagonal Road, Suite 320, King Street Station 1, Alexandria, VA 22314.
PUB TYPE	Reference Materials - Bibliographies (131) -- Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Agency Cooperation; Cooperative Programs; *Disabilities; Elementary Secondary Education; *Human Services; *Integrated Services; Program Development; Program Evaluation; Social Services

ABSTRACT

This document is designed to be a resource for individuals and agencies concerned with the topic of linkages between education and human services. It begins with an overview of the topic of school-linked services, including background information and project characteristics concerning the long and somewhat unconventional history of collaboration between education and human services. The remainder of the document is an annotated list that includes one-page descriptions of approximately 85 resources that have been selected, reviewed, summarized, and catalogued according to the following topic areas: general information, program planning, program components, program implementation, and program evaluation. The resources include reports, policy briefs, journal articles, informational briefs, conference report articles, newsletters, books, and project descriptions. Entries were chosen to meet various levels of information needs, ranging from introductions to the topic to items suitable for those already involved in a coordination venture. Information generally provided for each resource includes: type of item, title, author/source, date, length, publisher/address, and description. Topical and author indexes are provided. (DB)

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SCHOOL-LINKED SERVICES IN K-12 SYSTEMS: AN ANNOTATED RESOURCE LIST

ED 389 111

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by Eileen M. Ahearn, Ph.D.

Final Report
Year 3 Deliverable #5-3-1
Under Contract No. HS92015001
November 3, 1995

Prepared for:
Office of Special Education Programs
U. S. Department of Education

Prepared by:
Project FORUM

National Association of State Directors of Special Education
1800 Diagonal Road, Suite 320
Alexandria, VA 22314

EC304396

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ACKNOWLEDGEMENTS

Project FORUM extends its sincere appreciation to the individuals whose efforts have served to enrich the quality and accuracy of this document. Many people provided information and references that assisted greatly in tracking down the fugitive literature and other resources on this topic.

The following individuals were particularly helpful in discussing the topic with the author and providing valuable material:

Stephen Bagnato	Gloria Harbin	Carolyn Marzke
Lynn Blanchard	Jeanne Jehl	Carol Oshinsky
Charles Bruner	Sharon L. Kagan	Wayne Sailor

The following individuals, who constituted a Quality Review Panel for this work, have reviewed and commented on an earlier draft of this document:

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Our acknowledgement of the involvement of all these individuals does not necessarily indicate their endorsement of the final document.

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ABSTRACT

This document is designed to be a resource for individuals and agencies interested in the topic of linkages between education and human services. It begins with an overview of the topic of school-linked services including background information and descriptive characteristics to orient the reader to the long and somewhat unconventional history of collaboration between education and human services. The remainder of the document is an annotated list that includes one-page descriptions of resources that have been selected, reviewed, summarized, and catalogued according to the following set of topic areas: General Information, Program Planning, Program Components, Program Implementation, and Program Evaluation. Entries for the list were chosen to meet various levels of information needs ranging from those who are just being introduced to the topic, to those who are already involved in a coordination venture.

This document is being issued in a three-ring binder format to facilitate its use as an evolving resource that can easily be expanded and revised to meet changing conditions and the needs of users.

FOREWORD

This report is the result of a study done under Project FORUM, a contract funded by the Office of Special Education Programs of the U. S. Department of Education and located at the National Association of State Directors of Special Education (NASDSE). Project FORUM carries out a variety of activities that provide information needed for program improvement, and promote the utilization of research data and other information for improving outcomes for students with disabilities. The project also provides technical assistance and information on emerging issues, and convenes small work groups to gather expert input, obtain feedback, and develop conceptual frameworks related to critical topics in special education.

The purpose of this synthesis is to provide State Directors with a categorized, annotated resource document they can use to assist schools, districts, and/or communities in coordinating the wide variety of services students need to benefit from their educational experiences. Each State Director of Special Education receives a copy of all Project FORUM publications, and a copy of each publication is entered into the ERIC database. Additional copies are available from the National Association of State Directors of Special Education.

SCHOOL-LINKED SERVICES IN K-12 SYSTEMS: AN ANNOTATED RESOURCE LIST

INTRODUCTION

The coordination of human services and education has been a topic of concern throughout the second half of this century. This extended interest is demonstrated in a recent publication that quotes a statement made by Eleanor Roosevelt in a book published in 1963:

> It is understandable that organizational prerogatives and specialized concerns tend to dominate services...Perhaps that is as it must be while specialties develop...Is it not, however, a sign of general maturing, of social advance, to become aware also of interdependence? I am therefore interested in attempts to develop the notion of a community system of services, mutually interdependent, seeking to locate, evaluate, and serve the interests of families and children in trouble.[1]

Despite this and similar calls for coordination as a more "mature" approach, a review of the history of service delivery reveals that the provision of education and social services has been marked by only sporadic periods of cooperation. However, the twin forces of increasing complexity of children's needs and decreasing resources to support services to meet those needs have spurred a renewed interest in the topic in the 1990s. With this interest comes the need to review what is known about this topic.

Any individual or small group of people with an interest in the literature on collaboration between and among service deliverers or systems is faced with a formidable array of resources for reference. There is a relatively large body of literature on the topic of coordination focused mainly on human service agencies that uses a variety of terminology such as services integration, collaborative services, co-location of services, interagency agreements, etc. There is another body of related literature on educational reform efforts that often includes the concept of linking education and social services, although such coordination is not usually covered in much detail in those sources.

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[1] Kahn, A. J. & Kamerman, S. B. (1992). *Integrating services integration: An overview of initiatives, issues, and possibilities.* New York: National Center for Children in Poverty at Columbia University.

In an attempt to provide a comprehensive source of information, the U.S. Department of Health and Human Services established the National Center for Service Integration (NCSI) in 1991 and funded it through September, 1995. The mission of the Center was "to support and stimulate service delivery system reform across the country by serving as a technical assistance resource and an information clearinghouse for documents, programs, and organizations."[2] The Center produced a number of policy briefs and other publications that are referenced in this document, and NCSI staff were interviewed as part of the research for this document.

Practitioners in the field have theorized that services integration is a simple and reasonable approach that should significantly improve outcomes for every type of service. However, experience has shown that it is fraught with complicated implementation problems in the "real world." The title of one of the publications reviewed for this synthesis captures the essence of the dilemma: *Community Collaboration: If It Is Such a Good Idea, Why Is It So Hard To Do?*[3]

Given the re-awakening of interest in cooperative strategies among service delivery agencies (including schools) due to pressure from reduced resources for children's and families' services and the need to find more economical and efficient ways to deliver services, there is a need for a roadmap to access and use existing resources to avoid "reinventing the wheel." This document was designed to address that need for educators, particularly special education sections of state departments of education. It begins with an overview of the topic including background information and descriptive characteristics to orient the reader to the long and somewhat unconventional history of collaboration between education and the human services. The major focus of this document, however, is the annotated resources that have been selected, reviewed, summarized, and catalogued according to a set of topic areas. Entries for the list were chosen to meet various levels of information needs from those who are just being introduced to the topic, to those who are already involved in a coordination venture. This document is being issued in a three-ring binder format to facilitate its use as an evolving resource that can be expanded to meet changing conditions and the needs of users.

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[2]This and other descriptions of the Center are contained in its published and unpublished materials that are now housed in the Child and Family Policy Center located at 1021 Fleming Building, 218 Sixth Avenue, Des Moines, IA.

[3]White, J. A. & Wehlage, G. (1995). Community collaboration: If it is such a good idea, why is it so hard to do? *Educational Evaluation and Policy Analysis, 17* (1), 23-28.

BACKGROUND

Definition and Terminology

The many past attempts to integrate educational and social services have been described in the literature of both fields, and a few references included in the "General Information" portion of this document provide an historical overview. A brief exposure to that literature will reveal the many different names that have been used to label collaboration projects such as services integration, co-location of services, interagency collaboration, etc. It is to be expected that the involvement of multiple disciplines would bring terminology problems, and the naming of the activity or project is no exception.

An explanation of terminology that illustrates some of the definitional dilemmas in this area is contained in an article written by Sharon L. Kagan entitled *Collaborating to Meet the Readiness Agenda: Dimensions and Dilemmas.*[4] In describing collaboration, Kagan places it in the context of two allied terms, cooperation and coordination:

> Best envisioned as a pyramid, cooperation forms the base because it is the most widespread and the easiest to achieve. *Cooperation* involves informal relationships that exist without any defined structure and without mutual goal understanding. *Coordination*, the middle level, involves individuals and organizations that come together to meet a mutual goal. At this level, agencies retain their autonomy, though they engage in sustained joint planning. *Collaboration*, at the apex, represents the most complex and difficult to achieve of the three relationships. Here, joint goals and strategies are agreed on, resources and leadership are shared, and an identifiable durable collaborative structure is established. Though somewhat academic, these definitions are helpful in that they delineate different linkage approaches and point out the challenges in collaborative work (p. 59-60) (emphasis added).

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[4]This article appears in *Ensuring Student Success Through Collaboration: Summer Institute Papers and Recommendations of the Council of Chief State School Officers* published by the Council of Chief State School Officers, 1992.

The term *integration* is also used with varying meanings, and it has been applied to denote a process as well as a specific type of joint effort. Similar distinctions in terminology are covered in a Kappan article that focuses on the need for leadership in achieving the goals of educational reform in both academic achievement and the coordination of social and health services for students.[5]

Given this confusion of terminology, each writer must start by selecting and defining the term that will be used. Since this document concentrates on the school as the hub for linking all the services needed by children and their families, the term *school-linked services* is the major term that is used here to refer to such activities. Nevertheless, it is important to note that some writers have coined definitions that assign a more specific meaning to that term and to the synonyms that have been used at different times and in different places to refer to similar phenomena.

Joint activity among service providers has taken two major forms in the past that were usually defined by the lead agency in the project. When integration was *initiated by human services agencies* such as a welfare or health department, there was typically very little involvement of schools. Such efforts were usually considered to be community focused, and the emphasis was placed on eliminating fragmentation among human service agencies that served the same clientele. Only rarely did such activities involve one agency as the nucleus. By contrast, attempts at collaboration *initiated by educators* have usually been designed with the school as the hub for the coordination—and even, at times, the location for service delivery—for all the different types of assistance a child or a family needs. There as a further distinction among types of linking projects: some have a *broad focus* that includes activities related to both prevention and service provision in multiple areas, while others *focus on specific populations* such as young children, those with chronic illnesses, etc.

Since the 1960s, federal funds have flowed to schools under programs that include responsibilities for increasing numbers of non-academic services such as nutrition, health, job training and the like. The provision of related services such as various types of therapy that were assigned to schools under special education legislation is a major example of this trend. Increasingly, school staffs include non-teaching personnel who perform roles that often overlap those of human services agency personnel. This change in the role and function of the schools has been a part of the motivation for the more recent school-initiated coordination projects. Also, it is frequently observed that compulsory attendance requirements make the school the

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[5]Lugg, C.A. and Boyd, W.L. (1993). Leadership for collaboration: Reducing risk and fostering resilience. *Kappan, 75*(3), 253-58.

one place that all children must go, and thus the most logical location for service integration and delivery.

Many states have designed initiatives to support, encourage and/or mandate collaborative efforts for the integration of services. It is beyond the scope of this document to list all such efforts, but some projects that resulted from or were connected to state-initiated actions have been included as references when published materials were appropriate under the categories of this annotated resource.

Characteristics of School-Linked Projects

It is beyond the scope of this document to present a complete chronology of the many variations of the movement to coordinate service delivery. However, to provide an orientation to the topic, this section includes an overview of the characteristics and issues involved in forging linkages between education and human services. The following points are covered in this section:

- *efficiency vs. effectiveness*
- *governance*
- *geographic location*
- *role of service recipients*
- *dependence on specific individuals*
- *turf issues*
- *restricted focus*
- *lack of credible evaluation*

Attempts to coordinate education and human service agencies come in a wide variety of shapes and sizes. One distinguishing characteristic is the motivating factor for the cooperation. When resources are threatened by budget restrictions, the emphasis for collaborative activity is on *efficiency*. Projects are then designed with a major thrust toward eliminating duplication and maximizing available resources. Collaboration is seen as a means to make the largest amount of service available within funding limitations. By contrast, when there is no direct threat to funding, service integration projects have been designed with a major focus on *effectiveness*. The projects concentrate on ways to improve the quality of service that is delivered to children and families. The driving force behind such efforts is the reform of service delivery and the improvement of outcomes.

Significant differences are also seen in school-linked services projects in terms of their *governance*. Some integration ventures are statewide initiatives that support or mandate such activities as a matter of law or policy. They are usually supported by start-up funding and involve formal structures. Some of these formal efforts have been initiated by other public or private funding sources including foundations and branches of the federal or state government. Typically, there is a central structure in such programs that oversees the implementation of the collaboration and monitors its progress. However, support at the top is not always translated into buy-in at the practitioner level, and lack of participation by school or agency personnel poses problems for achievement of program goals. Collaborations that are initiated by schools tend to be somewhat less formal in nature and more limited in scope. Then, at the furthest extreme, linking between educators and social services professionals can also occur on an ad hoc and informal basis with no separate governance structure. Many examples of projects at either extreme and at various points in between can be found in the literature.

Another aspect of school-linked service programs that influences their identity is *geographic location*. There are significant differences among projects that flow from their urban, suburban, or rural setting especially in the areas of formality of structure and interpersonal contact.

Another component of linkage projects that can be critical to success and help to avoid future "potholes" is the *role of service recipients* and other members of the community in planning and ongoing activities. Consideration of seemingly tangential issues is an important and frequently overlooked component of the planning process. For example, attitudes such as parents' comfort in a school setting can undermine the most efficiently coordinated services designed to take place in a school building. Recipients' trust of service providers and their perception of the legitimacy of the organization are critical. Similarly, concerns about confidentiality can inhibit a family's willingness to provide details about problems or needs.

One characteristic that has been noted for many linking projects in the past is their *dependence on specific individuals* for success and continuation. The charisma of the organizer and the other leadership characteristics that are instrumental in getting a project designed and implemented successfully have often been the only real force maintaining the project. When the force of that leader is removed, the pattern of service delivery often reverts to pre-project conditions. A related criticism for this movement is the preponderance of "project" types of approaches, making the efforts temporary because of the time-limited and

demonstration characteristic of most projects. Some of the current statewide collaborative ventures initiated through legislation are designed to institutionalize reforms and remove their continuance from the influence of the one leader or small group of individuals who devised the effort, or from the life span of a specific funded project.

Every description of linking efforts mentions the complications that result from *turf* issues. Each participating agency has an investment in its own identity, and the surrender—perceived or real—of an agency's independence is a threat to that agency's existence. Yet, for a collaboration to succeed, the planning and delivery of services must involve some revision of roles and participation in the sharing of responsibility. Many of the materials designed to assist in the formation and implementation of school-linked projects focus on suggestions for handling the relationships among agency personnel with special attention to turf problems that can arise.

Some projects select a specific type of student or area of service as the *restricted focus* for the collaborative venture. For example, there are linkages designed around age groups such as teenagers or early childhood,[6] or types of presenting problems such as severe emotional disabilities. Other linkages have been concentrated on areas such as health services or job placement and are concerned only with the specific services that support the chosen goal. Collaborative programs of this type are most often local in nature and usually dominated by one organizational member, at least at the start. They frequently result from frustration encountered by the initiating agency in obtaining comprehensive services not totally available within one source, and they tend to be small and more informal in structure than other types of projects.

One serious criticism of the various types of integration experiments is the *lack of credible evaluation*. Most evaluative efforts have concentrated on the process of planning and implementing and have been limited to a very short time span. In addition, the evaluation literature on this topic is replete with descriptive interpretations that advocate adoption or continuation of linkages based on personal opinions or appeals that insist on the logical nature of the approach. Very few of the demonstrations of collaboration prototypes have included a well-planned evaluation component. This deficiency has been increasingly recognized, and the

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[6]Further information on resources in the area of early childhood are available from the National Early Childhood Technical Assistance System (NEC*TAS) at 500 National Bank Plaza, 137 East Franklin Street, Chapel Hill, NC 27514; Phone: 919-962-2001.

unique problems associated with evaluating this type of project have recently been discussed.[7] The entries in the "Program Evaluation" section of this annotated resource have been expanded to include as many examples as possible of past and present evaluation components. These citations cover specific evaluations as well as discussions of the challenges to research and evaluation posed by interagency collaborations.

Conclusion

Collaboration among service providers is a topic that will continue to receive attention with more or less priority as the political climate changes. As this document is being completed, a report is due to be submitted to the U. S. Congress from a Working Group on Comprehensive Services that was formed as a result of an addition offered by Representative Hoyer of Maryland to the 1994 federal appropriations bill. The focus of that group's deliberations has been on the needs of children ages birth-eight years and their families, but the report will be based on the crosscutting principles referenced in the list under General Information.

The integrated approach to service delivery is one that is eminently reasonable and almost self-evident on paper, but incredibly difficult to put into practice. It is a complex concept and one that has had, and will continue to take, many forms in the reality of implementation. Special educators are in a unique position to provide some leadership to efforts in this area. Those involved in the education of students with disabilities have a twenty-year history of multidisciplinary team work that, in many cases, has involved joint efforts with human service agencies. The learning from that experience could be transferred to support current educational reform efforts that seek to link schools and other service providers.

The need to eliminate fragmentation and improve results in the area of education and human services will not be met without some coordination, collaboration or integration at least at the service delivery level. It is hoped that this resource document will be useful to the policymakers, administrators and practitioners who seek to achieve that goal.

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[7]See especially the article by Michael S. Knapp, "How shall we study comprehensive, collaborative services for children and families?" in the May, 1995 *Educational Researcher, 24* (4), 5-16.

ANNOTATED RESOURCE LIST

Parameters of the Resource List

The remainder of this document is the annotated resource list of materials relevant to the topic of school-linked services. It is designed to address the need articulated in the research planning conference held in the fall of 1994 that was jointly sponsored by the U.S. Department of Education and the American Association of Educational Research: "If there is one universal message from the six Working Groups that contributed to this report, it is that practitioners and researchers alike want access to the knowledge base, they want to learn from each other through networking, and they want to be able to draw from an accessible pool of knowledge that is useful and timely."[8]

The items to be included in this list were gathered from a wide variety of sources such as library searches, ERIC, organizational contacts, and discussions with individuals experienced in the area. The final list includes such items as books, conference reports, reports issued by federal or state governments, policy briefs, journal articles, and other publications by organizations. The criteria for selection were based on the specific objective of making this a working resource for states and others interested in school-linked services. They included availability, timeliness, and relevance of the content to the linking of services for K-12 populations. Since there is a great diversity in the type of information needed depending on prior or current involvement, an attempt was made to incorporate references that presume a variety of levels of expertise.

The information provided for each entry in the resource list includes the type of item, the title, the author and/or source, the date of publication, the length, the publisher and/or address and phone number for obtaining a copy or further information on the item, and a brief description. For the section on program components, the description includes the specific element that is the focus of the material. For journal articles, the formal citation was added. In addition, to make the specific resources more accessible, two indexes have been created: one by author, and one by selected sub-topics.

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[8]The proceedings of the conference are contained in a publication issued by the Office of Educational Research and Improvement of the U. S. Department of Education entitled *School-Linked Comprehensive Services for Children and Families: What We Know and What We Need to Know*. This reference is included in the resource list in the General Information section.

Categories

The materials included in this list were classified according to five categories. Decisions on placement into a category were made on the basis of the major focus of the contents. The categories are described as follows:

1) *General Information* - sources included in this section provide an overview of the topic of linked services or a treatment of many of the components of linking schools and human service agencies. Historical reviews on the topic are also included.

2) *Program Planning* - resources included in this section cover one or more aspects of the planning process for designing and initiating school-linked services projects. Specific areas such as community and other types of needs assessments, barriers often encountered, and other strategy issues are included;

3) *Program Components* - information pertaining to one or a few specific elements of the topic of service linking. For each entry in this category, the specific focus, such as fiscal management, training, etc., is noted at the top of the description;

4) *Program Implementation* - many of the items in this category contain descriptions of specific programs and techniques used to apply lessons learned from experience. Some statewide examples are included, but no attempt was made to include all states or even all those states with comprehensive projects.

5) *Program Evaluation* - as a result of the importance of program evaluation of school-linked services (discussed above), this category contains the largest number of resources. They include specific evaluation reports as well as articles about the evaluation process.

The remainder of this document is the annotated resource list and the indexes generated in connection with that list.

RESOURCES SECTION

General Information

General Information

TYPE OF ITEM: Federal Report

TITLE: *Integrating Education, Health and Human Services: Principles to Link By*

AUTHOR/SOURCE: Academy of Pediatrics

DATE: 1994

LENGTH: 13 pages

PUBLISHER/ADDRESS: Academy of Pediatrics
601 Thirteenth Street NW, Suite 400 North
Washington, D.C. 20005
[Phone: 202-347-8600]

DESCRIPTION: This document resulted from a meeting of more than 50 national organizations concerned with the well being of children, youth and families. The participants agreed to a set of 31 principles to guide efforts toward collaboration of services at local, state and federal levels. They do not suggest a single model, but rather represent consensus around a set of values. They are intended to become a vital part of decisionmaking that will lead to better results from existing and future resources. This presentation includes a repeated call for urgent attention to the need for collaboration and the importance of devoting the time, effort and resources necessary to achieve it.

General Information

TYPE OF ITEM: Policy Brief

TITLE: *Comprehensive and Coordinated Psychological Services for Children: A Call for Service Integration*

AUTHOR/SOURCE: American Psychological Association

DATE: 1995

LENGTH: pages

PUBLISHER/ADDRESS: American Psychological Association
750 First Street, NE
Washington, D.C. 20002-4242
[Phone: 202-336-5500]

DESCRIPTION: This document is described as a conceptual statement. It contains information on indicators of the crisis in American families, the needs of children and families, the elements of service integration, and the relevance of this concept to psychology. The APA is developing a more comprehensive theoretical foundation for these ideas. The policy statement of the APA on psychology and service integration, some program exemplars, and suggested reading on the topic are contained in the appendices.

General Information

TYPE OF ITEM: Journal Article

TITLE: *Analysis*

AUTHOR/SOURCE: Larson, C.S., Gomby, D.S., Shiono, P.H., Lewit, E.M., and Behrman, R.E.

DATE: Spring, 1992

CITATION: *The Future of Children*, Vol. 2, No. 1

LENGTH: 13 pages

PUBLISHER/ADDRESS: Center for the Future of Children
The David and Lucile Packard Foundation
300 Second Street, Suite 102
Los Altos, CA 94022
[Phone: 415-948-3696]

DESCRIPTION: This article presents an analysis of the primary rationales behind integrated school-linked services. Topics covered include the current status of the movement, emerging criteria, and critical issues. The conclusion states that it is impossible to overestimate the difficulty of establishing true collaborations among education, health and social services providers and in changing how services are delivered to children and their families.

General Information

TYPE OF ITEM:	Informational Brief
TITLE:	*Urban Teachers and Collaborative School-Linked Services*
AUTHOR/SOURCE:	Burnett, G.
DATE:	April, 1994
CITATION:	ERIC Digest #96
LENGTH:	2 pages
PUBLISHER/ADDRESS:	ERIC Clearinghouse on Urban Education Institute for Urban and Minority Education Box 40, Teachers College Columbia University New York, NY 10027 [Phone: 212-678-3433]
DESCRIPTION:	This brief document is designed to give teachers an overview of school-linked services and the role teachers can play in such an approach. The most common types of programs and levels of collaboration are summarized. Then, the steps in developing school-linked services are presented including defining needs, defining goals and maintaining the collaboration. The document concludes that teachers can be the force that makes school-linked programs work because they are the channels of communication between the school and other service providers.

General Information

TYPE OF ITEM:	Informational Brief
TITLE:	*Service Integration: An Annotated Bibliography*
AUTHOR/SOURCE:	Chaudry, A, et al.
DATE:	1993
LENGTH:	32 pages
PUBLISHER/ADDRESS:	National Center for Service Integration Child and Family Policy Center 1021 Fleming Building 218 Sixth Avenue Des Moines, IA 50309 [Phone: 515-280-9027]
DESCRIPTION:	This document is a listing with narrative descriptions of 53 books, papers, and articles on various aspects of integrating services for children, youth and families living in poverty. The materials were selected on the basis of their relevance to the topic of services integration and their availability with a stronger emphasis on practice than on theory. Contents are listed in the order of presentation (by author) and under a four-part topical index: General, Special Issues (such as intake, financing, case management), Program Examples, and a Partial Listing by State.

General Information

TYPE OF ITEM: Conference Report Article

TITLE: *Student Success Through Collaboration: A Policy Statement of the Council of Chief State School Officers*

AUTHOR/SOURCE: Council of Chief State School Officers

DATE: 1992

CITATION: *Ensuring Student Success Through Collaboration: Summer Institute Papers and Recommendations of the Council of Chief State School Officers*

LENGTH: 10 pages

PUBLISHER/ADDRESS: Council of Chief State School Officers
One Massachusetts Avenue NW
Washington, D.C. 20001-1431
[Phone: 202-408-5505]

DESCRIPTION: Fostering student success through collaboration was adopted by the CCSSO as their priority for 1992, emphasizing that society must do a better job of supporting families and communities if children are to flourish. This policy statement lists the areas of needs of children and families and discusses the need for a common vision. The challenges involved are discussed and four major principles for ensuring success through collaboration are examined. A variety of strategies for change are presented. The article concludes with a call for state action to mobilize the resources necessary to develop the vision and services needed to achieve student success in the next century.

General Information

TYPE OF ITEM: Book

TITLE: *Full-Service Schools: A Revolution in Health and Social Services for Children, Youth, and Families*

AUTHOR/SOURCE: Dryfoos, J.G.

DATE: 1994

LENGTH: 310 pages

PUBLISHER/ADDRESS: Jossey-Bass Publishers
350 Sansome Street
San Francisco, CA 94104
[Phone: 415-433-1740]

DESCRIPTION: This book begines with an overview of the topic of coordination between schools and human services. Although the content concentrates on school-based health clinics, the need to expand from this first step to a full-service model is recognized. The book includes some examples of successful programs and a discussion of organizational and service delivery issues that must be addressed in full-service programs. Funding is also treated in detail and an appendix contains brief profiles of 12 states that are supporting school-based services.

General Information

TYPE OF ITEM: Book

TITLE: *Teamwork in human Services*

AUTHOR/SOURCE: Garner, H.G. & Orelove, F.P.

DATE: 1994

LENGTH: 168 pages

PUBLISHER/ADDRESS: Butterworth-Heinemann
313 Washington Street
Newton, MA 02158
[Phone: 617-928-2500]

DESCRIPTION: This edited volume is an extensive treatment by eleven authors on various aspects of the topic of teamwork. Although the focus is on human services organizations, two chapters are particularly relevant to school-linked programs. An introductory chapter covers critical issues in teamwork providing guidance for successful functioning in a team setting. Distinctions among the terms multi-disciplinary, interdisciplinary,and transdisciplinary teamwork are also covered. Additional pertinent topics are interagency collaboration and the involvement of parents in special education programming

General Information

TYPE OF ITEM: Journal Article

TITLE: *Current Activity at the Federal Level and the Need for Service Integration*

AUTHOR/SOURCE: Gerry, M.H. & Certo, N.J.

DATE: Spring, 1992

CITATION: *The Future of Children*, Vol. 2, No. 1

LENGTH: 9 pages

PUBLISHER/ADDRESS: Center for the Future of Children
The David and Lucile Packard Foundation
300 Second Street, Suite 102
Los Altos, CA 94022
[Phone: 415-948-3696]

DESCRIPTION: This article briefly reviews the multiplicity of problems that require integration of services, citing the current service delivery system as part of the problem. The concept of service integration is examined contrasting the top-down approach with newer models. The authors explain the need for a significant change in the system and discuss current efforts on the part of the Department of Health and Human Services, the Department of Education, and other federal activities including a Presidential Cabinet-level task force related to this topic.

General Information

TYPE OF ITEM: Organizational Report

TITLE: *Integrating Services Integration: An Overview of Initiatives, Issues and Possibilities*

AUTHOR/SOURCE: Kahn, A.J. & Kamerman, S.B.

DATE: September, 1992

LENGTH: 47 pages

PUBLISHER/ADDRESS: National Center for Children in Poverty
Columbia University School of Public Health
154 Haven Avenue
New York, NY 10032
[Phone: 212-927-8793]

DESCRIPTION: This publication is a good overview of the integrated services movement as it has existed in the realm of human services. Although it does not focus on school-linked approaches, it is a summary of necessary background information for the topic. The history of the movement is reviewed with the distinction made between administrative restructuring and case-level strategies. The great variety of meaning that services integration has had in the past is emphasized. Progress in the future is said to be dependent on a two-tiered strategy: a national research and development initiative, and an effective knowledge-sharing network.

General Information

TYPE OF ITEM: Organizational Report

TITLE: *Joining Forces*

AUTHOR/SOURCE: Levy, J.E. & Copple, C.

DATE: February, 1989

LENGTH: 49 pages

PUBLISHER/ADDRESS: National Association of State Boards of Education
1012 Cameron Street
Alexandria, VA 22314
[Phone: 703-684-4000]

DESCRIPTION: This reports covers the first year activities of a national effort to help education and human services work together to aid children and families at risk. It includes a summary of the initial conference that identified the problem, the guiding principles for improving services, and the ways in which collaboration can be fostered. The report also includes the results of a national survey on the extent of collaboration existing at the end of the 1980s. Six factors that provide the initial impetus for collaboration were identified, and case examples are described to portray the barriers and facilitators to successful collaboration. The extent of the interest and efforts in this topic are illustrated in a detailed list by state of collaborative task/forces and other initiatives.

General Information

TYPE OF ITEM: Federal Report

TITLE: *Issues and Options for Creating Comprehensive School-Linked Services for Children and Youth with Emotional or Behavior Disorders*

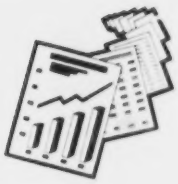
AUTHOR/SOURCE: McLaughlin, M.J., Leone, P.E., Warren, S.H. & Schofield, P.F.

DATE: June, 1994

LENGTH: 84 pages

PUBLISHER/ADDRESS: Center for Policy Options in Special Education
Institute for the Study of Exceptional Children and Youth
University of Maryland at College Park
College Park, MD 20742-1161
[Phone: 301-405-6500]

DESCRIPTION: This document was compiled to promote the development of comprehensive, coordinated, school-linked services for students with emotional or behavior disorders. It is divided into two sections: an analysis of the issues, and a presentation of policy options that respond to those issues. It is designed to stimulate problem-solving using as examples actual programs. Following each set of options, specific strategies and implications are presented and briefly discussed.



General Information

TYPE OF ITEM: Journal Article

TITLE: *Overview of Service Delivery to Children*

AUTHOR/SOURCE: Morrill, W.

DATE: Spring, 1992

CITATION: *The Future of Children*, Vol. 2, No. 1

LENGTH: 12 pages

PUBLISHER/ADDRESS: Center for the Future of Children
The David and Lucile Packard Foundation
300 Second Street, Suite 102
Los Altos, CA 94022
[Phone: 415-948-3696]

DESCRIPTION: This article analyzes the human services delivery system in the United States. It discusses the organization of each of the three components—education, health, and social services—and their relationships to federal, state, and local governments. Factors preventing the integration of the three components are discussed. Possible solutions through a preventive approach to integration are suggested. Some characteristics of current reform efforts are described. The author concludes that the current tripartite human services delivery system is no longer adequate and suggests that school linked service is a promising, although difficult, alternative strategy.

General Information

TYPE OF ITEM:	Conference Report Article
TITLE:	*Community Support for Student Success*
AUTHOR/SOURCE:	Schorr, L. B.
DATE:	1992
CITATION:	*Ensuring Student Success Through Collaboration: Summer Institute Papers and Recommendations of the Council of Chief State School Officers*
LENGTH:	8 pages
PUBLISHER/ADDRESS:	Council of Chief State School Officers One Massachusetts Avenue NW Washington, D.C. 20001-1431 [Phone: 202-408-5505]
DESCRIPTION:	This introductory article provides a background and context to support strengthening families through coordinated services. The author gives an overview of socioeconomic changes and the need for attention to the nonacademic components of school success. She describes attributes of successful systems and discusses six strategies that would help to bring about the kind of system changes that would have a real impact for improvement.

General Information

TYPE OF ITEM:	Policy Brief
TITLE:	*School-Based Integrated Social Services: Meeting the Needs of the Inner-City*
AUTHOR/SOURCE:	Scribner, K.P.
DATE:	November, 1993
CITATION:	Brief #2
LENGTH:	12 pages
PUBLISHER/ADDRESS:	Education Policy Studies Laboratory College of Education Arizona State University Tempe, AZ 85287 [Phone: 602-965-0889]
DESCRIPTION:	This overview of the topic of integrated services emphasizes the unique needs of inner-city schools. After a brief treatment of demographics, the rationale for integration of services, and some examples, this document contains a discussion of five common characteristics and three barriers to service integration. Comments are also offered on evaluating integration projects. The author concludes that school-linked integrated services can take many forms, but the concept demands a reconceptualization of existing organization and management to be effective.

General Information

TYPE OF ITEM: Journal Article

TITLE: *Ensuring Teaching and Learning in the 21st Century*

AUTHOR/SOURCE: Stallings, J.A.

DATE: August-September, 1995

CITATION: *Educational Researcher, 24*(6)

LENGTH: 5 pages

DESCRIPTION: This article contains the presidential address at the AERA meeting held in April, 1995 in which the author reviews the current plight of American children, and proposes integrated school-linked services as a partial solution. Examples of settings that foster success and some that pose barriers to service deliver are described. Research needs are cited in the areas of program evaluation and the long-term costs of school-linked comprehensive services. The author calls for gathering data, especially using new types of cost-benefit analysis, and disseminating the evidence to persuade Congress of the cost effectiveness of social programs.

General Information

TYPE OF ITEM: Journal Article

TITLE: *Health and Social Services in Public Schools: Historical Perspectives*

AUTHOR/SOURCE: Tyack, D.

DATE: Spring, 1992

CITATION: *The Future of Children*, Vol. 2, No. 1

LENGTH: 13 pages

PUBLISHER/ADDRESS: Center for the Future of Children
The David and Lucile Packard Foundation
300 Second Street, Suite 102
Los Altos, CA 94022
[Phone: 415-948-3696]

DESCRIPTION: This article reviews the long history of providing non-educational services to children in a school setting. Efforts from the start of this century are described, and the relationship to immigrant groups is portrayed. A distinction is drawn between reform proposals built on a "nation-at-risk" model that emphasizes the goal of improving academic performance and international competitiveness, versus a "children-at-risk" model with the goal of meeting the health and social needs of currently underserved children.

General Information

TYPE OF ITEM: Conference Report

TITLE: *School-Linked Comprehensive Services for Children and Families: What We Know and What We Need To Know*

AUTHOR/SOURCE: U.S. Department of Education and American Educational Research Association (AERA)

DATE: April, 1995

LENGTH: 123 pages

PUBLISHER/ADDRESS: Office of Educational Research and Improvement
US Department of Education
555 New Jersey Avenue NW
Washington. D.C. 20208
[Phone: 202-219-1556]

DESCRIPTION: This conference summary is a rich resource on the topic. The goal of the conference was to design a research and practice agenda on school-linked comprehensive services. Participants were divided into six working groups, and each of these groups addressed where the field of school-linked services should be in the next ten years, and what should be accomplished in the next year. The report gives a brief summary of each groups deliberations, an overview of compelling conference themes, and an extensive list of resource information including contact details for 22 programs and many other references.

General Information

TYPE OF ITEM:	Book Chapter
TITLE:	*The Effectiveness of Collaborative School-Linked Services*
AUTHOR/SOURCE:	Wang, M.C., Haertel, G.D., & Walberg, H.J.
DATE:	1995
CITATION:	*Changing Populations, Changing Schools: Ninety-fourth Yearbook of the National Society for the Study of Education, Part II*, edited by Flaxman, E. & Passow, A.H.
LENGTH:	18 pages
PUBLISHER/ADDRESS:	The National Society for the Study of Education 5835 Kimbark Avenue Chicago, IL 60637 [Phone: 312-702-1582]
DESCRIPTION:	This chapter provides an overview of school-linked services including its history, the role of schools, and the types of programs. The section on effectiveness includes general comments on the effects of programs under a few types of program categories such as parent education, teen pregnancy, dropout prevention, and substance abuse. It is concluded that the evidence of effectiveness for school-linked programs is slimmer than required for a confident overall endorsement, but that school-linked programs should be perceived as integral to the academic mission of schools.

Program Planning

Program Planning

TYPE OF ITEM: Federal Project Description

TITLE: *The CHILD Health Resource Partnership: Collaborative Health Interventions for Learners with Disabilities*

AUTHOR/SOURCE: Bagnato, S., Hamel, S. & Belasco, C.

DATE: 1994-96

PUBLISHER/ADDRESS: Children's Hospital of Pittsburgh
3705 Fifth Avenue
Pittsburgh, PA 15213-2583
[Phone: 412-692-5560]

DESCRIPTION: This project, funded by the Office of Special Education Programs, is designed to develop an integrated, transagency and transdisciplinary model to plan, deliver and research the efficiency of pediatric healthcare support services to families and young children with chronic health care needs and developmental disabilities. The project will use a family-centered model of decision-making about child needs that relies on parental participation and co-leadership. The project's co-directors are a school psychologist and a pediatrician, and the collaborating agencies are the Pittsburgh Public Schools, the Children's Hospital, and the Western Psychiatric Clinic. A sample and a control group of children will be studied and within and between group comparisons will be made.

Program Planning

TYPE OF ITEM: Informational Brief

TITLE: *Charting a Course: Assessing a Community's Strengths and Needs*

AUTHOR/SOURCE: Bruner, C., Bell, K., Brindis, C., Chang, H., & Scarbrough, W.

DATE: 1993

CITATION: NCSI Resource Brief #2

LENGTH: 38 pages

PUBLISHER/ADDRESS:
National Center for Service Integration
Child and Family Policy Center
1021 Fleming Building
218 Sixth Avenue
Des Moines, IA 50309
[Phone: 515-280-9027]

DESCRIPTION: This document covers the topic of community assessment in planning for services integration. The points covered include what a community assessment is, its purpose, its essential base, the collection of information, the influence of values and goals, relationships and partnerships, and cost and time factors. A one-page bibliography is included along with an appendix that lists sample questions and possible places to find the answers for two representative community goals.

Program Planning

TYPE OF ITEM: Journal Article

TITLE: *Concerns About School-Linked Services: Institution Versus Community-Based Models*

AUTHOR/SOURCE: Chaskin, R.J. & Richman, H.A.

DATE: Spring, 1992

CITATION: *The Future of Children*, Vol. 2, No. 1

LENGTH: 11 pages

PUBLISHER/ADDRESS: Center for the Future of Children
The David and Lucile Packard Foundation
300 Second Street, Suite 102
Los Altos, CA 94022
[Phone: 415-948-3696]

DESCRIPTION: Issues related to the use of schools as lead agencies in integrated services models are discussed. These authors contend that the tendency to control and dominate in practice is great if any one agency is the primary or exclusive site. They also maintain that too strong an institutional bias risks missing a substantial number of children in need. An alternative community-based model is proposed for a collaborative, integrated approach without centralizing the services in one institution such as the school.

Program Planning

TYPE OF ITEM: Journal Article

TITLE: *Coordinated Services for Children: Designing Arks for Storms and Seas Unknown*

AUTHOR/SOURCE: Crowson, R.L. & Boyd, W.L.

DATE: February, 1993

CITATION: *American Journal of Education, 101*(2), pp. 140-179.

LENGTH: 40 pages

DESCRIPTION: This article reviews the status of coordination between schools and social agencies and examines theoretical and policy issues related to the administration and governance of those efforts. Some intellectual perspectives and assumptions of coordination projects are explored, and the lack of systematic research exploring the deeper organizational issues implicated in children's services coordination is stressed. Findings of research to date are discussed, especially insights into the barriers and complications in relationships that coordination projects have encountered. An extensive list of references on the topic is included.

Program Planning

TYPE OF ITEM: Newsletter

TITLE: *The Wraparound Approach: Toward Effective School Inclusion*

AUTHOR/SOURCE: Eber, L.

DATE: Fall, 1994

CITATION: *Claiming Children: The Nation's Mental Health Advocate for Children and Families*

LENGTH: 7 pages

PUBLISHER/ADDRESS: The Federation of Families for Children's Mental Health
1021 Prince Street
Alexandria, VA 22314-2971
[Phone: 703-684-7710]

DESCRIPTION: This article is focused on the wraparound approach as a model to deliver more effective services for children with emotional and behavioral disabilities through intensive supports in more natural school settings. The LaGrange Area Department of Special Education Wraparound Project, funded through the Illinois State Board of Education, is described in detail. The article also provides information on how to implement wraparound programs describing the process in terms of four steps.

Program Planning

TYPE OF ITEM: Journal Article

TITLE: *Key Issues in Developing School-Linked, Integrated Services*

AUTHOR/SOURCE: Gardner, S.L.

DATE: Spring, 1992

CITATION: *The Future of Children*, Vol. 2, No. 1

LENGTH: 10 pages

PUBLISHER/ADDRESS: Center for the Future of Children
The David and Lucile Packard Foundation
300 Second Street, Suite 102
Los Altos, CA 94022
[Phone: 415-948-3696]

DESCRIPTION: The three major issues discussed in this article include planning, targeting, governance. Other operational considerations are also covered briefly. They include line worker buy-in, case management, and community controversy. A strong emphasis is placed on the composition of the planning team: no one agency should "own" the process, and the team should include representatives of community and neighborhood groups, line workers, and parents in addition to the leaders of education, health, and social services agencies. The article discusses different strategies that community teams can use to address each issue involved in establishing a school-linked services program.

Program Planning

TYPE OF ITEM: Journal Article

TITLE: *Streamlining Interagency Collaboration for Youth at Risk*

AUTHOR/SOURCE: Guthrie, G.P. & Guthrie, L.F.

DATE: September, 1991

CITATION: *Educational Leadership, 49*(1), pp. 17-22

DESCRIPTION: This article is based on the premise that the role of the school and the relationships among the school, the community and the larger society must be reconceptualized to meet the complex needs of today's students. Four criteria for integrated services are discussed: interagency collaborations should be comprehensive, preventive, child-centered, and flexible. An approach to developing collaboration among agencies is described in terms of five steps: 1) identifying participants; 2) gathering information; 3) reviewing current needs and services; 4) developing a plan based on a vision, goals, a set of services, the roles of each agency, action steps and an evaluation plan; and, 5) getting started. Beginning with a pilot project is recommended, and pitfalls and danger signs are discussed. The article concludes with an emphasis on avoiding instant gratification in favor of working for lasting success.

Program Planning

TYPE OF ITEM: Journal Article

TITLE: *Getting Ready to Provide School-Linked Services: What Schools Must Do*

AUTHOR/SOURCE: Jehl, J. & Kirst, M.

DATE: Spring, 1992

CITATION: *The Future of Children*, Vol. 2, No. 1

LENGTH: 12 pages

PUBLISHER/ADDRESS: Center for the Future of Children
The David and Lucile Packard Foundation
300 Second Street, Suite 102
Los Altos, CA 94022
[Phone: 415-948-3696]

DESCRIPTION: This article focuses on the role of school personnel in the successful implementation of school-linked services that are viewed by the authors as a part of the broad movement of educational reform. A figure illustrates the main components of school restructuring. The changes needed from school personnel for implementing successful school-linked services are discussed for every level of the system: district leadership, middle management, the principal and teachers. Some of the specific topics covered are developing collegiality, needs assessment, developing and financing a common mission, interacting with parents, and providing accountability.

Program Planning

TYPE OF ITEM: Conference Report Article

TITLE: *Changing the System for Children's Services: Building Linkages With Schools*

AUTHOR/SOURCE: Kirst, M.

DATE: 1992

CITATION: *Ensuring Student Success Through Collaboration: Summer Institute Papers and Recommendations of the Council of Chief State School Officers*

LENGTH: 7 pages

PUBLISHER/ADDRESS: Council of Chief State School Officers
One Massachusetts Avenue NW
Washington, D.C. 20001-1431
[Phone: 202-408-5505]

DESCRIPTION: This article starts with a review of the consequences of fragmentation in essential social services for children and barriers that have existed to collaboration. Four problems in overcoming the barriers are identified and several approaches to breaking down the barriers are discussed. The approach of school-linked services is described as one effective approach. The remainder of the article covers what it takes to make that approach work, the issue of funding, and the role of the state in fostering collaboration.

Program Planning

TYPE OF ITEM: Journal Article

TITLE: *Look at Current School-Linked Service Efforts*

AUTHOR/SOURCE: Levy, J. & Shepardson, W

DATE: Spring, 1992

CITATION: *The Future of Children*, Vol. 2, No. 1

LENGTH: 12 pages

PUBLISHER/ADDRESS: Center for the Future of Children
The David and Lucile Packard Foundation
300 Second Street, Suite 102
Los Altos, CA 94022
[Phone: 415-948-3696]

DESCRIPTION: Six school-linked service efforts that have addressed key elements such as what the goals are, who is served, what services are offered, where services are located and who is responsible for actual service provision, are briefly described in this article. Program planning is discussed in terms of five questions to ask in designing a school-linked service strategy.

Program Planning

TYPE OF ITEM: Informational Brief

TITLE: *Getting Started: Planning a Comprehensive Services Initiative*

AUTHOR/SOURCE: Marzke, C. & Both, D.

DATE: 1994

CITATION: NCSI Resource Brief #5

LENGTH: 23 pages

PUBLISHER/ADDRESS:
National Center for Service Integration
Child and Family Policy Center
1021 Fleming Building
218 Sixth Avenue
Des Moines, IA 50309
[Phone: 515-280-9027]

DESCRIPTION:
This document uses a question and answer format to discuss basic issues and first steps in collaboration and comprehensive service reform, and then provides program descriptions for the San Diego New Beginnings Initiative, the Maryland Children and Family Services Reform Initiative, and the New Jersey School-Based Youth Services Program. The information on the programs is summarized from interviews held with the three program directors. A final section describes 14 publications under three headings: conceptual overview, guidebooks, and annotated bibliographies.

Program Planning

TYPE OF ITEM: Journal Article

TITLE: *New Beginnings in San Diego: Developing a Strategy for Interagency Collaboration*

AUTHOR/SOURCE: Payzant, T.W.

DATE: October, 1992

CITATION: *Phi Delta Kappan, 74*(2), pp. 139-46.

LENGTH: 8 pages

DESCRIPTION: This article traces the origination of the New Beginnings project, a major example interagency coordination. The author stresses the importance of complete initial agreement on the meaning of collaboration and deliberations about shared assumptions. The results of a preliminary study are provided and the process of the larger program development are discussed. Initial problems in the areas of confidentiality and eligibility requirements are described. Insights gained after the first two years of the project are discussed including the importance of leadership, the need for time to work on issues, the unique elements of a large complex collaboration, and the value of providing opportunity for service users to inform the providers of what is and is not working.

Program Planning

TYPE OF ITEM: Conference Report Article

TITLE: *The Walbridge Caring Communities Program*

AUTHOR/SOURCE: Waheed, K.

DATE: 1992

CITATION: *Ensuring Student Success Through Collaboration: Summer Institute Papers and Recommendations of the Council of Chief State School Officers*

LENGTH: 22 pages

PUBLISHER/ADDRESS: Council of Chief State School Officers
One Massachusetts Avenue NW
Washington, D.C. 20001-1431
[Phone: 202-408-5505]

DESCRIPTION: This article begins with a description of the origin and design of this school-linked program. The five underlying concepts of the Walbridge approach are described in detail. The section on program design provides an explanation of the major strategies of prevention and early intervention and provides a case study to illustrate the program's approach. The evaluation built into the program is explained and an appendix to the article summarizes findings provided by an external evaluation. Replication is strongly recommended, and a list of "non-negotiables" of the Caring Communities Program are cited as significant to program success.

Program Planning

TYPE OF ITEM: Organizational Report

TITLE: *Partnership for Change: Linking Schools, Services and the Community to Serve Oakland Youth*

AUTHOR/SOURCE: Urban Strategies Council

DATE: August, 1992

LENGTH: 60 pages

PUBLISHER/ADDRESS: Healthy Start Clearinghouse
CRESS Center
University of California
Davis, CA 95616-8729

DESCRIPTION: This document reports on the process used in Oakland to do an intensive needs assessment and plan for the revision of service delivery for an area that covered eight schools in Oakland, CA. The findings are reported in detail, and the report explores how services can be overhauled and coordinated to serve families more effectively. Elements of a comprehensive service delivery are summarized in terms of "what it takes" to build community partnerships. The planning process for the identified area in Oakland concludes with a plan of action and a set of recommendations.

Program Planning

TYPE OF ITEM: Organizational Report

TITLE: *Planning Guide*

AUTHOR/SOURCE: Healthy Start Field Office

DATE: September, 1994

LENGTH: 136 pages

PUBLISHER/ADDRESS: Healthy Start Field Office
CRESS Center
University of California
Davis, CA 95616-8729

DESCRIPTION: This document is an extensive presentation of the process and activities involved in planning for school-linked services. It is a rich resource for any group starting out to establish coordination of services. It covers the components of bringing together a planning team, creating a shared vision, doing community needs assessment, and managing the planning process. Examples using case studies, questionnaires and other forms used at different sites illustrate various aspects of the process. Activities and exercises to accomplish the objectives at each stage of the process are recommended and described in detail.

Program Components

Program Components

COMPONENT: Staff Development

TYPE OF ITEM: Simulation

TITLE: *Agency-opoly*

AUTHOR/SOURCE: Blanchard, L., Scaturro, J. & Wade, S.

DATE: 1994

PUBLISHER/ADDRESS: Lynn Blanchard, M.P.H., Ph.D.
Family support Network CB# 7340
University of North Carolina
Chapel Hill, N.C. 27599-7340
[Phone: 919-966-0324]

DESCRIPTION: Agency-opoly is a game developed by the three authors as a training exercise for collaboration among all those involved in service delivery to children and families. A room-size game board representing the service maze is used and participants assume one of four roles—service coordinator, agency, expert, or observer. A scenario is presented and the "family" navigates the maze. Agency representatives have "not enough bucks" to provide their services, and the family members use a set of "HEART" cards to buy what they need. Participants in this exercise learn about families' experiences and the issues in interaction between participating family members, service providers and state agency representatives. The game and materials can be modified to be specific to the state and community to be represented or a generic set of services can be used.

Program Components

COMPONENT:	Fiscal Management
TYPE OF ITEM:	Conference Report Article
TITLE:	*Funding Initiatives for School-Linked Family Services*
AUTHOR/SOURCE:	Farrow, F.
DATE:	1992
CITATION:	*Ensuring Student Success Through Collaboration: Summer Institute Papers and Recommendations of the Council of Chief State School Officers*
LENGTH:	10 pages
PUBLISHER/ADDRESS:	Council of Chief State School Officers One Massachusetts Avenue NW Washington, D.C. 20001-1431 [Phone: 202-408-5505]
DESCRIPTION:	This article covers three main aspects of funding services in a school-linked approach. First, some of the basic problems with human service funding are reviewed. Then, a funding framework is presented that includes areas such as start-up funding, redeployment, refinancing, commitment and Medicaid funding opportunities. The article concludes with a discussion of the benefits of local collaboration and some future directions in collaborative funding.

Program Components

COMPONENT:	Fiscal Management
TYPE OF ITEM:	Informational Brief
TITLE:	*Getting to the Bottom Line: State and Community Strategies for Financing Comprehensive Community Service Systems*
AUTHOR/SOURCE:	Farrow, F. & Bruner, C.
DATE:	1993
CITATION:	NCSI Resource Brief #4
LENGTH:	24 pages
PUBLISHER/ADDRESS:	National Center for Service Integration Child and Family Policy Center 1021 Fleming Building 218 Sixth Avenue Des Moines, IA 50309 [Phone: 515-280-9027]
DESCRIPTION:	This document introduces the concepts involved in designing new financing strategies for bringing together community resources in new ways. The topics addressed include four principles behind new service financing, seven strategies that promote more comprehensive, locally controlled and preventive services using examples from Tennessee, Maryland and Iowa, and descriptions of federal entitlements.

Program Components

COMPONENT: Fiscal Management

TYPE OF ITEM: Journal Article

TITLE: *Financing School-Linked, Integrated Services*

AUTHOR/SOURCE: Farrow, F. & Joe, T.

DATE: Spring, 1992

CITATION: *The Future of Children*, Vol. 2, No. 1

LENGTH: 12 pages

PUBLISHER/ADDRESS: Center for the Future of Children
The David and Lucile Packard Foundation
300 Second Street, Suite 102
Los Altos, CA 94022

DESCRIPTION: This article covers financing strategies and the barriers to obtaining adequate fiscal support for integrated services. Potential funding sources for education, social services and health care are included. The barriers discussed include categorical funding, the crisis orientation of current service funding streams, and the lack of a universal entitlement approach. These characteristics are said to account for the patchwork nature of current funding patterns. A contrasting approach involving long-range funding strategies for school-linked services that involves re-directing existing funds and maximizing federal financing is presented.

Program Components

COMPONENT:	Case Management
TYPE OF ITEM:	Informational Brief
TITLE:	*Case Management in Service Integration: An Annotated Bibliography*
AUTHOR/SOURCE:	Marks, E., Maurer, K.E., & Simkin, L.S.
DATE:	1994
LENGTH:	35 pages
PUBLISHER/ADDRESS:	National Center for Children in Poverty 154 Haven Avenue New York, NY 10032 [Phone: 212-927-8793]
DESCRIPTION:	This document contains 51 references on case management focused on young children. The sub-topics covered include characteristics, practice, caseload size, in general and in specific types of situations such as foster care, health care, homeless, low-income and refugees.

Program Components

COMPONENT:	Confidentiality
TYPE OF ITEM:	Journal Article
TITLE:	*Confidentiality*
AUTHOR/SOURCE:	Larson, C. S.
DATE:	Spring, 1992
CITATION:	*The Future of Children*, Vol. 2, No. 1
LENGTH:	4 pages
PUBLISHER/ADDRESS:	Center for the Future of Children The David and Lucile Packard Foundation 300 Second Street, Suite 102 Los Altos, CA 94022 [Phone: 415-948-3696]
DESCRIPTION:	This appendix to the volume on school-linked services contains an outline of the sources of requirements on confidentiality and describes some strategies to satisfy or alter these requirements. Sources include the Constitution, federal and state statutes, local and agency regulations and professional standards. Strategies discussed include informed consent, inter-agency information sharing, legislative solutions and interagency agreements. Notes on the material provide some specific citations and examples of the suggested strategies.

Program Components

COMPONENT:	Confidentiality
TYPE OF ITEM:	Resource Brief
TITLE:	*Who Should Know What? Confidentiality and Information Sharing in Service Integration*
AUTHOR/SOURCE:	Soler, M.I. & Peters, C.M.
DATE:	1993
CITATION:	NCSI Resource Brief #3
LENGTH:	20 pages
PUBLISHER/ADDRESS:	National Center for Service Integration Child and Family Policy Center 1021 Fleming Building, 218 Sixth Avenue Des Moines, IA 50309 [Phone: 515-280-9027]
DESCRIPTION:	This document focuses on mechanisms available for effective interagency information sharing that balance the interests of children and families with those of agencies that need to share information to work effectively. The topics addressed include principles for protecting and sharing information, laws and regulations governing confidentiality, ways to facilitate appropriate information sharing, and points that agencies should consider in developing procedures for sharing information. A reference list includes six briefly annotated citations on the subject.

Program Components

COMPONENT: Confidentiality

TYPE OF ITEM: Organizational Report

TITLE: *Confidentiality and Collaboration: Information Sharing in Interagency Efforts*

AUTHOR/SOURCE: Greenberg, M., Levy, J. & Palaich, R.

DATE: 1992

LENGTH: 68 pages

PUBLISHER/ADDRESS: Center for Law and Social Policy
1616 P Street NW, Suite 150
Washington, D.C. 20036
[Phone: 202-328-5140]

DESCRIPTION: This document is a comprehensive treatment of the issue of confidentiality organized around the following topics: reasons for sharing information, confidentiality restrictions, the process for developing an approach for sharing information, informed consent as the unifying principle, using data at an aggregate level, and special considerations when using automated systems. The appendices also contain valuable information such as sample release forms, a sample checklist for staff who are responsible for obtaining consent, two examples of sample staff oaths. Attachments also include a list of key federal statutes and some additional resources.

Program Components

COMPONENT: Confidentiality

TYPE OF ITEM: Informational Brief

TITLE: *Education Data Confidentiality - Two Studies:*

a) Issues in Education Data Confidentiality and Access

b) Compilation of Statutes, Laws, and Regulations Related to the Confidentiality of Education Data

AUTHOR/SOURCE: National Center for Education Statistics

DATE: July, 1994

CITATION: ISBN 0-16-045075-6

LENGTH: 75 pages

PUBLISHER/ADDRESS: U.S. Government Printing Office
Superintendent of Documents
Mail Stop: SSOP
Washington, D.C. 20402-9328

DESCRIPTION: This report by the National Forum on Education Statistics is a very valuable compilation of information designed to address issues related to the collection, processing, storing and reporting of data electronically. The content covers access, confidentiality, security, ownership and use of data, specific requirements in law and regulation, and major court challenges and trends relative to data confidentiality.

Program Components

COMPONENT: Data Management

TYPE OF ITEM: Policy Brief

TITLE: *Interagency Data Systems for Accountability*

AUTHOR/SOURCE:
Sullivan, C. & Sugarman, J.
Associate Director & Chairman
Center on Effective Services for Children
PO Box 27412
Washington, D.C. 20038-7412
[Phone: 202-785-9524]

DATE: Spring, 1995

LENGTH: 45 pages

PUBLISHER/ADDRESS:
Council of Chief State School Officers
One Massachusetts Avenue, Suite 700
Washington, D.C. 20001-1431
[Phone: 202-408-5505]

DESCRIPTION:
This document is a review of promising practices in the revamping of data systems to support cross-sector efforts on behalf of children and families. Subtitles include Interagency Data Bases, Features of a System, State of Practice, and Cross-Cutting Issues. Appendices include recent legislation encouraging cross-sector collaboration and examples from Oregon, Minnesota and Texas. A one-page list of references on the topic is included.

Program Components

COMPONENT: Health Clinics

TYPE OF ITEM: Conference Report Article

TITLE: *Comprehensive School Health Services: Does It Matter and Is It Worth the Fight?*

AUTHOR/SOURCE: Elders, M.J. & Hui, J.

DATE: 1992

CITATION: *Ensuring Student Success Through Collaboration: Summer Institute Papers and Recommendations of the Council of Chief State School Officers*

LENGTH: 14 pages

PUBLISHER/ADDRESS: Council of Chief State School Officers
One Massachusetts Avenue NW
Washington, D.C. 20001-1431
[Phone: 202-408-5505

DESCRIPTION: This article begins with a review of the challenges to coordinating the health and education systems, and it includes statistics that reveal the health problems that currently exist. A prescription for improvement is offered that advocates six strategies to correct the identified problems. Steps in planning and implementing a school-based clinic are described using examples from Arkansas. Three key issues in the future of school-based clinics—financing, evaluation, and integration of services—are described as essential for success.

Program Components

COMPONENT: Intake/Eligibility

TYPE OF ITEM: Informational Brief

TITLE: *Making It Simpler: Streamlining Intake and Eligibility Systems*

AUTHOR/SOURCE: Kraus, A. & Pillsbury, J.B.

DATE: 1993

CITATION: NCSI Resource Brief #6

LENGTH: 28 pages

PUBLISHER/ADDRESS: National Center for Service Integration
Child and Family Policy Center
1021 Fleming Building, 218 Sixth Avenue
Des Moines, IA 50309
[Phone: 515-280-9027]

DESCRIPTION: This document focuses on the process of streamlining in the design and implementation of two program components—intake and eligibility. Approaches to streamlining are discussed for three types of changes. Examples of streamlining strategies used in many states and cities are included in the discussion. A three-staged approach is suggested involving building leadership, identifying problems and opportunities, and implementing the process. A streamlining exercise is provided along with a sample work plan for streamlining intake and eligibility systems.

Program Components

COMPONENT: Leadership

TYPE OF ITEM: Journal Article

TITLE: *Leadership for Collaboration: Reducing Risk and Fostering Resilience*

AUTHOR/SOURCE: Lugg, C.A. & Boyd, W.L.

DATE: November, 1993

CITATION: *Phi Delta Kappan, 75*(3)

LENGTH: 5 pages

DESCRIPTION: This article considers the need for changes in school leadership to enhance external linkages between schools and social agencies, and internal linkages within the school's walls. Fostering resilience in at-risk children is discussed as a major goal that can be achieved best when school administrators move from traditional, top-down leadership, to more collaborative methods. The authors briefly profile some interagency projects and differentiate among three terms used in discussing this topic—*cooperation, coordination and collaboration.* Restructuring schools to follow a communitarian rather than a bureaucratic model is recommended. The problems in building the trust and communication needed to achieve that goal are also discussed.

Program Components

COMPONENT:	Technical Assistance
TYPE OF ITEM:	Informational Brief
TITLE:	*So You Think You Need Some Help? Making Effective Use of Technical Assistance*
AUTHOR/SOURCE:	Bruner, C.
DATE:	1993
CITATION:	NCSI Resource Brief #1
LENGTH:	19 pages
PUBLISHER/ADDRESS:	National Center for Service Integration Child and Family Policy Center 1021 Fleming Building 218 Sixth Avenue Des Moines, IA 50309 [Phone: 515-280-9027]
DESCRIPTION:	This document provides advice on various aspects of technical assistance including the types of technical assistance, reasons for seeking it, elements of success in technical assistance relationships, and selecting a provider. A one-page checklist highlighting key points in making effective use of technical assistance in service integration initiatives is also provided.

Program Components

COMPONENT: Training

TYPE OF ITEM: Conference Report

TITLE: *Training and Technical Assistance to Support Family-Centered, Integrated Services Reform*

AUTHOR/SOURCE: Ooms, T.

DATE: June, 1993

LENGTH: 51 pages

PUBLISHER/ADDRESS: Family Impact Seminar
Association for Marriage and Family Therapy
1100 Seventeenth Street NW, Suite 901
Washington, D.C. 20036
[Phone: 202-496-1964]

DESCRIPTION: This document is a report from one of a series of policy seminars entitled Family Centered Social Policy: The Emerging Agenda. Current trends and activities are discussed in the areas of training and technical assistance including descriptions of some current initiatives. Ten ambitious inservice training efforts are described that are an integral part of ongoing reform efforts. The final section reviews recent trends in federal training programs and suggests ways in which the federal government could play a constructive leadership role in enhancing new directions in training.

Program Components

COMPONENT: Teacher Role

TYPE OF ITEM: Organizational Report

TITLE: *School-Linked Services and the Way Teachers Teach*

AUTHOR/SOURCE: Bruner, C.

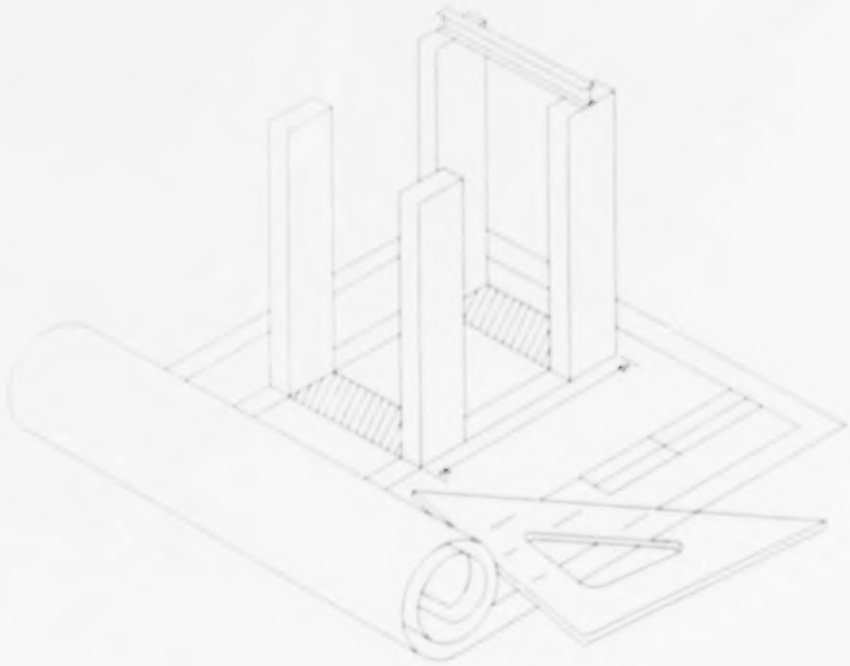
DATE: August, 1994

CITATION: Occasional Paper #9: Issues in Developing Comprehensive Community-Based Service Systems

LENGTH: 10 pages

PUBLISHER/ADDRESS: Child and Family Policy Center
Fleming Building, Suite 1021, 218 Sixth Avenue
Des Moines, IA 50309-4006
[Phone: 515-280-9027]

DESCRIPTION: This paper addresses the implications of school-linked services for the role of teachers, a topic rarely included in the literature on this topic. The need for a broad collaboration with teachers and a change in the way teachers perform their role is proposed as an essential element in the success of school-linked programs. Two suggestions are made: that the teacher become a part of the treatment team on a collaborative, interprofessional basis; and, that the teacher become a "parent organizer" to use parents as a classroom resource. It is emphasized that the time a teachers spends on such activities must be recognized as integral to classroom teaching success.



Program Implementation

Program Implementation

TYPE OF ITEM: Informational Brief

TITLE: *The Role of Family Support and Integrated Human Services in Achieving Success for All in the Elementary School*

AUTHOR/SOURCE: Dolan, L.J. & Haxby, B.

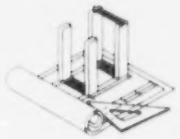
DATE: April, 1992

CITATION: Report No. 31

LENGTH: 17 pages

PUBLISHER/ADDRESS: Center for Research on Effective Schooling for Disadvantaged Students, The Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218
[Phone: 410-516-8808]

DESCRIPTION: This report describes the family support and integrated services components in the Success For All program. The Family Support Teams, composed of all the school's resource personnel, are considered the third layer of intervention behind classroom instruction and one-on-one tutoring to meet the needs of children with academic problems. The role of these teams is to build a positive relationship between parents and the school, provide services either directly or through referral, and integrate the efforts of all individuals working with a child or family. Examples are given of team functioning at school sites and some evaluation statistics are also provided.



Program Implementation

TYPE OF ITEM: Journal Article

TITLE: *Early Care and Education: Beyond the Schoolhouse Door*

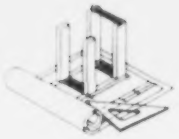
AUTHOR/SOURCE: Kagan, S.L.

DATE: October, 1989

CITATION: *Phi Delta Kappan, 71*(2)

LENGTH: 6 pages

DESCRIPTION: This article suggests that schools must reach beyond the schoolhouse doors to families, communities and other social institutions and that early childhood education may have some lessons to share on this topic. Background information on schools and social reform is provided, and descriptions of two promising efforts are recommended as sources of learning for schools. These are family resource and support programs, and early care and education collaboratives. The potential lessons to be learned are proposed as "10 commandments" including such caveats as not separating care and education, not expecting too much from poorly funded services, the need to serve the whole child in the context of family and community, and the necessity of all programs working together. Tighter resources and growing needs are suggested as factors that make cooperation a necessity.



Program Implementation

TYPE OF ITEM: Journal Article

TITLE: *Improving Children's Services: Overcoming Barriers, Creating New Opportunities*

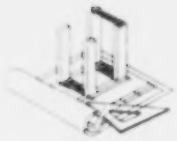
AUTHOR/SOURCE: Kirst, M.W.

DATE: 1991

CITATION: *Phi Delta Kappan, 72*(8), pp. 615-18

LENGTH: 4 pages

DESCRIPTION: This article addresses barriers to the coordination of services for children. The author calls for a complete overhaul of children's services and sees schools as one center for a coordinated network. The history of failed approaches to improve the system of social services for children and the factors that contributed to the problem are discussed. The lack of inter-professional training or contact is singled out as an important impediment to collaboration. Short-term and long-term improvement strategies are proposed including the direct involvement of the line workers—teachers, social workers, etc.—from the start.



Program Implementation

TYPE OF ITEM: Newsletter

TITLE: *The Confluence of At Risk Programs: The River Does Run Through It*

AUTHOR/SOURCE: Kukic, S., Hostetter, C. & Williams, M.A.

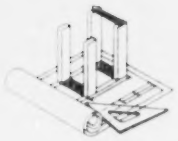
DATE: May, 1995

CITATION: *The Utah Special Educator, 15*(7)

LENGTH: 4 pages

PUBLISHER/ADDRESS: Special Education Services Unit
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111-3204
[Phone: 801-538-7700]

DESCRIPTION: This article briefly describes "Families and Agencies Coming Together" (FACT) that was developed as a result of a Utah state law passed in 1993. The goal of FACT is to make available a family-centered, community-based system of services including local level interagency case management to every child at risk. In Utah, there is an interagency group named the At Risk Council that is responsible for providing statewide coordination. A funding mechanism is part of this initiative to provide flexible resources to schools to meet service needs.



Program Implementation

TYPE OF ITEM: Informational Brief

TITLE: *Building Relationships Between Schools and Social Services*

AUTHOR/SOURCE: Liontos, L.B.

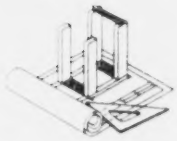
DATE: December, 1991

CITATION: ERIC Digest Series No. 66

LENGTH: 6 pages

PUBLISHER/ADDRESS: ERIC Clearinghouse on Educational Management
College of Education
1787 Agate Street
Eugene, OR 97403
[Phone: 800-438-8841]

DESCRIPTION: This document is designed to provide school personnel with an overview of strategies for starting school-linked services. The content is based on the premise that schools will end up assuming responsibility for problems that go well beyond their educational scope if they do not collaborate with social service agencies. The content is practical in nature, including tips and caveats, and it is organized into a question and answer format covering the following areas: first steps in collaborating, selecting and involving participants, initial meetings, handling conflicts or resistance, and sustaining relationships.



Program Implementation

TYPE OF ITEM: Book

TITLE: *Together We Can: A Guide for Crafting a Profamily System of Education and Human Services*

AUTHOR/SOURCE: Melaville, A.I., Blank, M.J. & Asayesh, G.

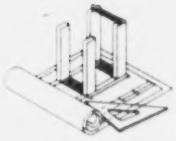
DATE: April, 1993

CITATION: USGPO: 1993 342-111/83153

LENGTH: 157 pages

PUBLISHER/ADDRESS: US Government Printing Office
Superintendent of Documents
Mail Stop: SSOP
Washington, D.C. 20402-9328

DESCRIPTION: This book is the result of the work of the School-Linked Integrated Services Study Group run by the Institute for Educational Leadership. It is a practical guide to assist local communities in creating an integrated education/human service delivery system. It starts by outlining a vision for change, and then presents a detailed five-stage process for realizing that vision. Part III contains profiles of programs in four locations that are well on their way to reaching that goal: St. Louis MO, Baltimore, MD, San Diego, CA, and Savannah-Chatham County, GA. The Appendix contains two checklists—one for the process of crafting a system, and one for indicators of systems change. A detailed list of resources is also included.



Program Implementation

TYPE OF ITEM: State Report

TITLE: *The Establishment of New Jersey's School Based Youth Services Program*

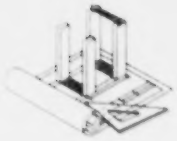
AUTHOR/SOURCE: N.J. Department of Human Services

DATE: 1993

LENGTH: 8 pages

PUBLISHER/ADDRESS: School Based Youth Services Program
Department of Human Services
CN 700
Trenton, NJ 08625

DESCRIPTION: This document describes the design and implementation of the School Based Youth Services Program that started in April 1988, and currently operates in 30 sites mostly secondary schools. During the planning process, input concerning the program's design was solicited from focus groups of teenagers. The state awarded funds to projects with an integrated services approach as the result of a proposal process that was required to include schools and representatives of a community coalition. The program is run by the Department of Human Services, and each project uses space in a school. Each one has a local advisory committee composed of school, professional, parent and community members. In addition to social services, each site has a recreational component and all programs are open to all students.



Program Implementation

TYPE OF ITEM: Journal Article

TITLE: *School/Community Collaboration: Comparing Three Initiatives*

AUTHOR/SOURCE: Stone, C.

DATE: June, 1995

CITATION: *Phi Delta Kappan, 76*(10)

LENGTH: 6 pages

DESCRIPTION: This article describes the variation that exists in organizing and coordinating resources for children and their families by linking education and social services. Three forms of collaboration are discussed: one involves the chief executive officers of important agencies; another involves frontline professionals from several schools and agencies; and a third includes on-site professionals working with the parents and families they serve. Examples of successes and failures and the advantages and disadvantages of each of the three models are discussed. A hypothetical example of accommodating all three levels of collaboration in one structure is described. The author concludes that the best form and organization for collaboration must be determined by local needs, resources, and other factors that are unique to the locality. Ideally, elements from all three types of structures discussed in the models would be present.

Program Evaluation

Program Evaluation

TYPE OF ITEM: Evaluation Report

TITLE: *The Path of Most Resistance: Reflections on Lessons Learned from New Futures*

AUTHOR/SOURCE: Annie E. Casey Foundation

DATE: 1995

LENGTH: 29 pages

PUBLISHER/ADDRESS: The Annie E. Casey Foundation
701 St. Paul Street
Baltimore, MD 21202
[Phone: 410-547-6600]

DESCRIPTION: This report contains a discussion of eight "lessons" that the Casey Foundation believes were learned from the five-year project known as New Futures. This document is not a formal evaluation, rather it is the agency's attempt to provide a candid answer to the question, "Did the New Futures work?" The areas discussed include the difficulty of comprehensive reform, the need for time, community considerations, local ownership, planning, communication, the need for increases in economic opportunity and social capital, and the importance of a sustained effort. The report concludes that system change is essential - tinkering with current systems will not bring desired results.

Program Evaluation

TYPE OF ITEM: State Report

TITLE: *One Kid At A Time: Evaluative Case Studies and Description of the Alaska Youth Initiative Demonstration Project*

AUTHOR/SOURCE: Burchard, J.D., Burchard, S.N., Sewell, R. & VanDenBerg, J.

DATE: August, 1993

LENGTH: 192 pages

PUBLISHER: Alaska Department of Health and Social Services
Division of Mental Health and Developmental Disabilities
Juneau, AK 99801
[Phone: 907-465-3370]

DESCRIPTION: This monograph describes the Alaska Youth Initiative (AYI), a five-year demonstration project started in 1986 as one of the National Institutes of Mental Health Child and Adolescent service System Program (CASSP) grants to develop an individualized, community-based "wraparound" services to youth with severe behavioral and emotional problems. The mission and operation of the AYI are explained, and ten detailed evaluative case studies are presented. Each case example contains an evaluation of what made it work and barriers to more effective services. The key features of AYI that were most commonly associated with successful outcomes are listed as are suggestions for strategies to improve the wraparound system.

Program Evaluation

TYPE OF ITEM: Evaluation Report

TITLE: *School-Linked Service Integration in Action: Lessons from Seven California Communities*

AUTHOR/SOURCE: Carreón, V. & Jameson, W.

DATE: October, 1993

LENGTH: 34 pages

PUBLISHER/ADDRESS: California Research Institute
San Francisco State University
School Linked Services Project
San Francisco, CA 94132
[Phone: 415-338-7847]

DESCRIPTION: This document reports on an evaluation study done of seven sites in California. The findings confirm gradual but substantial progress in integrating services despite barriers in the areas of eligibility, funding streams and school/county governance. One factor covered in the study is the effect of the large California initiative known as Healthy Start that was initiated while these seven projects were already under way. Although it provided needed funds and leadership for the movement, it posed problems for the existing sites in translating their models into fundable proposals. Other findings include: importance of formalized collaborative agreements, time and effort needed to establish relationships and trust, and the need to have a governance structure set early in the process.

Program Evaluation

TYPE OF ITEM: Evaluation Report

TITLE: *Building New Futures for At-Risk Youth: Findings From a Five Year, Multi-Site Evaluation*

AUTHOR/SOURCE: Center for the Study of Social Policy

DATE: May, 1995

LENGTH: 110 pages

PUBLISHER/ADDRESS: The Center for the Study of Social Policy
1250 Eye Street NW, Suite 503
Washington, D.C. 20005-3922
[Phone: 202-371-1565]

DESCRIPTION: This evaluation report of the five-year project known as New Futures and funded by the Annie E. Casey Foundation includes details on both project results—student outcomes and institutional change—and the innovative design of the evaluation. As explained in detail in an appendix, traditional evaluation methodologies had been ruled out because of the nature of the initiative. Since the evaluators did not want the evaluation to drive the substance of the project, they constructed a design that combined several discrete evaluative research techniques. The report also contains a detailed discussion of the use of collaboratives as an innovative governing body, and the use of cross-agency case management that the evaluators conclude was not fully implemented in the projects.

Program Evaluation

TYPE OF ITEM: Informational Brief

TITLE: *Models for Integrating Human Services Into the School*

AUTHOR/SOURCE: Dolan, L.J.

DATE: March, 1992

CITATION: Report No. 30

LENGTH: 13 pages

PUBLISHER/ADDRESS: Center for Research on Effective Schooling for Disadvantaged Students
The Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218
[Phone: 410-516-8808]

DESCRIPTION: This report describes five models of school-based integrated services programs that have lasted over an extended period of time—health clinics, Success for All, the New Jersey School-Based Youth Services Program, New Beginnings, and the Comer School Development Model. Characteristics that distinguish these programs are described as "lessons from successful programs," and they include collaborative planning, ownership by the school, involvement of the principal, case management, shared resources, gradual phase-in, and training and staff development. The report concludes with a discussion of evaluation issues including planning for evaluation and potential problems.

Program Evaluation

TYPE OF ITEM: Organizational Report

TITLE: *Basics of Program Evaluation for School-Linked Service Initiatives*

AUTHOR/SOURCE: Gomby, D.S.

DATE: February, 1993

CITATION: Working Paper No. 1932

LENGTH: 24 pages

PUBLISHER/ADDRESS: Center for the Future of Children
The David and Lucile Packard Foundation
300 Second Street, Suite 102
Los Altos, CA 94022
[Phone: 415-948-3696]

DESCRIPTION: This booklet is intended as a primer on program evaluation and is oriented specifically to school-linked services projects. Starting with the purposes and design of an evaluation, the document includes a figure that provides examples of general and specific outcome measures and the methods that could be used to assess them. The issue of random assignment is discussed in detail. Other evaluation issues discussed include generalizability, statistical significance versus policy relevance, unit of analysis, sample size, rules of statistics, and addition and attrition. This document also includes a targeted list of references on the topic of evaluation that is subdivided by subcategories.

Program Evaluation

TYPE OF ITEM: Journal Article

TITLE: *Evaluation of School-Linked Services*

AUTHOR/SOURCE: Gomby, D.S. & Larson, C.S.

DATE: Spring, 1992

CITATION: *The Future of Children*, Vol. 2, No. 1

LENGTH: 17 pages

PUBLISHER/ADDRESS: Center for the Future of Children
The David and Lucile Packard Foundation
300 Second Street, Suite 102
Los Altos, CA 94022

DESCRIPTION: This article presents a strong case for evaluating every school-linked services effort regardless of its size. The types of evaluation are briefly defined and described. Four text figures provide details of the basics of evaluation in the areas of purpose, design, random assignment, and choosing and measuring outcomes. Information is provided from previous evaluation studies supporting this approach. Some of the issues involved in evaluation are discussed, including the need for commitment to quality evaluation and the methodological issues in outcomes evaluation.
NOTE: Appendix B of this Volume, entitled *Evaluation in a Sample of Current School-Linked Service Efforts*, briefly describes the evaluation plans in 16 school-linked service projects.

Program Evaluation

TYPE OF ITEM: Federal Project Description

TITLE: *School-Linked Services to Support Better Outcomes for Children with Disabilities and Their Families*

AUTHOR/SOURCE: Hebbeler, K.

DATE: 1994-96

PUBLISHER/ADDRESS: SRI International
333 Ravenswood Avenue
Menlo Park, CA 94025-3493
[Phone: 415-859-3571]

DESCRIPTION: This Office of Special Education funded study, to be carried out over the period 1994-96, is undertaking two research components on school-linked services: 1) a multi-site analysis of systems, services and outcomes across 65 Healthy Start sites in California, and 2) an in-depth look at the delivery of services in a school-linked model at one of the sites. Service and outcome data for students with disabilities and their families in the case study site will be compared with those for others in the same school, and with students in special and general education in a comparison school that serves a similar population but does not provide school-linked services.

Program Evaluation

TYPE OF ITEM: State Report

TITLE: *Initial Evaluation of a School-Based Integrated Service Program: Kentucky Family Resource and Youth Service Centers*

AUTHOR/SOURCE: Illback, R.J. and Kalafat, J.

DATE: 1995

LENGTH: 33 pages

PUBLISHER/ADDRESS: Kentucky Cabinet for Human Resources
Family Resource and Youth Services Centers Branch
275 East Main Street
Frankfort, KY 40621
[Phone:502-564-4986]

DESCRIPTION: This report is an overview of the initial findings from the evaluation of the 1993-94 school year educational reform initiative known as the Kentucky Family Resource and Youth Service Centers. This is a school-based program, funded under the Kentucky Education Reform Act, to address the needs of students who do not succeed due to problems that occur outside the classroom. A total of 385 such centers were operational in 1994 and both quantitative and qualitative evaluation approaches were used. The findings confirm that "wraparound" services were being provided successfully in the centers, but in some cases problems were identified. A central finding of the study was the importance of the coordinator as the key element in each program.

Program Evaluation

TYPE OF ITEM: Book

TITLE: *Toward Systemic Reform: Service Integration for Young Children and Their Families*

AUTHOR/SOURCE: Kagan, S.L., Goffin, S.G., Golub, S.A. & Pritchard, E.

DATE: 1995

LENGTH: 246 pages

PUBLISHER/ADDRESS: National Center for Service Integration
Child and Family Policy Center
1021 Fleming Building
218 Sixth Avenue
Des Moines, IA 50309
[Phone: 515-280-9027]

DESCRIPTION: This evaluative study of service integration for children ages birth to five years in four states begins with an in-depth treatment of the topic including an historical background, a discussion of the functions of service integration, the development of a definition, and the explication of a conceptual model. Each component of the model is discussed in detail and is used as the framework for analyzing the four state programs. Although the major focus is on other domains such as Head Start and child care, rather than special education, each state's efforts at service integration is described in detail. The authors conclude that service integration is "coming of age" despite a history of obstacles, and its role in human service delivery will expand in the future.

Program Evaluation

TYPE OF ITEM: Journal Article

TITLE: *How Shall We Study Comprehensive, Collaborative Services for Children and Families?*

AUTHOR/SOURCE: Knapp, M.S.

DATE: May, 1995

CITATION: *Educational Researcher, 24*(4), pp. 5-16.

DESCRIPTION: The focus of this article is the special problems for researchers and evaluators from the increasing number of projects in the area of service integration between education and human services. The difficulty in evaluation of such efforts flows from their complexity and flexibility, the nature of collaboration, and the convergence of different disciplines. Also, the studying of these projects engages researchers from different disciplines that do not normally communicate with one another. The author reviews examples of evaluations, examines assumptions, and discusses five sets of issues that confront evaluators of collaborative efforts: engaging divergent participants' perspectives, characterizing and measuring the elusive independent variable, locating and measuring the bottom line, attributing results to influences, and studying sensitive processes and outcomes. Although resolving these issues is dependent on context, the author offers some solutions at a global level and recommends six kinds of studies. The conclusion calls for appropriate research on, and evaluation of, comprehensive collaborative services.

Program Evaluation

TYPE OF ITEM: Federal Project Description

TITLE: *Evaluating School-Linked Services for Children with Disabilities and Their Families*

AUTHOR/SOURCE: McKinney, J. & Montague, M.

DATE: 1994-96

PUBLISHER/ADDRESS: University of Miami
PO Box 248065
Coral Gables, FL 33124-2040
[Phone: 305-284-5388]

DESCRIPTION: The purpose of this project funded for the period 1994-96 by the U.S. Department of Education Office of Special Education Programs is to describe the participation and outcomes of students with disabilities and their families who receive school-linked services in schools that are implementing the full-service school concept. The project is also studying programmatic and policy implications associated with the delivery of school-linked services using the full-service school concept. Three interrelated studies will be conducted to address the implementation of the approach. They are designed to see whether services are culturally competent, are based on family needs, and attend to academic and social outcomes for students. The National Center for Educational Outcomes (NCEO) model will be used.

Program Evaluation

TYPE OF ITEM: Newsletter

TITLE: *Providing Comprehensive Integrated Service for Children and Families: Why Is It So Hard?*

AUTHOR/SOURCE: National Center for Service Integration

DATE: Winter, 1994

LENGTH: 8 pages

PUBLISHER/ADDRESS:
National Center for Service Integration
Child and Family Policy Center
1021 Fleming Building
218 Sixth Avenue
Des Moines, IA 50309
[Phone: 515-280-9027]

DESCRIPTION: The lead article in this newsletter summarizes the barriers to reform of the human services delivery system. The newsletter also provides a profile of Oregon's Services Integration Initiative and some brief updates of other federal and state activities.

Program Evaluation

TYPE OF ITEM: Evaluation Report

TITLE: *An Evaluation of the Caring Communities Program at Walbridge Elementary School*

AUTHOR/SOURCE: Philliber Research Associates

DATE: May, 1994

LENGTH: 39 pages

PUBLISHER/ADDRESS: Philliber Research Associates
655 Craig Road, Suite 150
St. Louis, MO 63141
[Phone: 314-432-8113]

DESCRIPTION: After a three-page executive summary, this report provides a description of the Caring Communities Program at the Walbridge Elementary School in Missouri. This is a joint undertaking of three Missouri State Departments— Mental Health, Social Services, Education—and the Danforth Foundation. The project serves families with multiple needs in a high-risk neighborhood. The evaluation methodology included comparison to another school that serves the same area. Findings show that the project is having a significant positive impact in many areas, especially for the children whose families received the most intensive services. Other important findings include improved perceptions of the school and its staff and improved academic performance. However, no impact on the number of referrals to social services or the juvenile justice system was found.

Program Evaluation

TYPE OF ITEM: Evaluation Report

TITLE: *The Evaluation of New Beginnings: A Report for 1994*

AUTHOR/SOURCE: Philliber, S. & Oakley, M.

DATE: 1995

LENGTH: 33 pages

PUBLISHER/ADDRESS: Philliber Research Associates
28 Main Street
Accord, NY 12404
[Phone: 914-626-2126]

DESCRIPTION: This report of the evaluation of the New Beginnings project in San Diego covers the 1994-95, the sixth year of collaboration but the second year of direct services. It documents that strong progress has been achieved in creating a shared, collaborative philosophy and the sharing of funds. Success was also noted for the Center established at the Hamilton School. Other objectives have not yet been achieved, including the creation of common eligibility or screening requirements and the use of the case management information system. Some progress was noted in regard to data sharing and establishing more flexible service boundaries. The report concludes that the experience of this program is testimony to what can be accomplished and to the enormity of the task of collaboration.

Program Evaluation

TYPE OF ITEM: Federal Project Description

TITLE: *Kansas University Affiliated Program at Lawrence's School Linked Services Research Project*

AUTHOR/SOURCE: Sailor, W., Tramill, J. & Skrtic, T.

DATE: 1994-96

PUBLISHER/ADDRESS: University of Kansas
1052 Dole
Lawrence, KS 66045
[Phone: 913-864-4950]

DESCRIPTION: This project, funded by the U.S. Department of Education Office of Special Education Programs for the period 1994-96, will study models of school-linked services integration comparing state, federal and local policies and implementation strategies. Naturalistic inquiries will be used to reveal the perspectives of participants at all levels of implementation. Using the perspectives, inquiry teams will examine the accessibility and outcomes of the services. In the third year, case studies will detail the impact in such areas as length of time between problem identification and implementation of services, and demographic information.

Program Evaluation

TYPE OF ITEM: Journal Article

TITLE: *The Missing Link in School-Linked Social Service Programs*

AUTHOR/SOURCE: Smrekar, C.

DATE: 1994

CITATION: *Educational Evaluation and Policy Analysis, 16*(4), pp. 422-33.

LENGTH: 12 pages

DESCRIPTION: This study of the Kentucky Family Resource and Youth Service Centers focuses on the relationship between school staff and families, with special emphasis on the location of the Centers and the role of teachers. The advantages and disadvantages of the physical location of the Center—within the school building or on an adjacent site—are discussed in detail. Establishing a Center separate and apart from the school is described as sending an oppositional message to school staff and underscoring the separation of home and school. The link between families and school is through the Centers in that model. The author emphasizes the need to design comprehensive service centers that include strategies that promote trust, familiarity, and understanding between school staff and families. These conditions cannot be presumed to exist and a plan that ignores their importance may fail as a result of that assumption.

Program Evaluation

TYPE OF ITEM: Federal Report

TITLE: *Services Integration: A Twenty Year Retrospective*, and
Services Integration For Families and Children in Crisis

AUTHOR/SOURCE: U. S. Department of Health and Human Services, Office of Inspector General

DATE: January, 1991

CITATION: OEI-09-90-00890 and OEI-01-91-00580

LENGTH: 47 pages and 29 pages

DESCRIPTION: The Office of Evaluation and Inspections of this federal agency conducts short-term management and program evaluations that focus on issues of concern to the Department, the Congress, and the public. These two reports were designed to review the history of the service integration movement to guide policymakers in the 1990s. These studies found that service integration, while instrumental in making services available, had little impact on the highly fragmented system. The cultivation and maintenance of networks of individuals engaged in the efforts is vital for their success. A variety of integration initiatives are described, citing strategies that worked and barriers encountered.

Program Evaluation

TYPE OF ITEM: GAO Report

TITLE: *Integrating Human Services: Linking At-Risk Families With Services More Successful Than System Reform Efforts*

AUTHOR/SOURCE: U.S. General Accounting Office

DATE: September, 1992

CITATION: GAO/HRD-92-108

LENGTH: 45 pages

PUBLISHER/ADDRESS: U.S. General Accounting Office
P.O. Box 6015
Gaithersburg, MD 20884-6015
[Phone: 202-512-6000]

DESCRIPTION: This report was commissioned by the Senate Committee on Labor and Human Resources Subcommittee on Children, Family, Drugs and Alcoholism to identify barriers to different approaches in integrated service delivery systems and policy options for future federal initiatives. Principal findings include the limited success of system-oriented efforts and the more promising accomplishments of service-oriented approaches. Policy recommendations are based on these conclusions, urging caution on the part of Congress in considering any fundamental changes in service delivery system.

Program Evaluation

TYPE OF ITEM: GAO Report

TITLE: *School-Linked Human Services: A Comprehensive Strategy for Aiding Students at Risk of School Failure*

AUTHOR/SOURCE: U.S. General Accounting Office

DATE: December, 1993

CITATION: GAO/HRD/94-21

LENGTH: 66 pages

PUBLISHER/ADDRESS: U.S. General Accounting Office
P.O. Box 6015
Gaithersburg, MD 20884-6015
[Phone: 202-512-6000]

DESCRIPTION: This report was commissioned by the Senate Committee on Labor and Human Relations to identify problems and determine the role the federal government could play in promoting promising school-linked approaches. The ten programs reviewed for this study focused on linking students with health, education, social services and employment training from the school site, and their programs are described in detail. The study concludes that comprehensive service delivery shows promise, but more study of school-linked programs is needed. Summaries of six impact evaluation studies are also included.

Program Evaluation

TYPE OF ITEM: Journal Article

TITLE: *Community Collaboration: If It Is Such a Good Idea, Why Is It So Hard To Do?*

AUTHOR/SOURCE: White, J.A. & Wehlage, G.

DATE: Spring, 1995

CITATION: *Educational Evaluation and Policy Analysis, 17*(1), pp. 23-38.

DESCRIPTION: The authors observe that most of the literature in the area of collaboration between schools and social agencies is of an advocacy genre with almost no identification of successful large-scale collaboration. They examine the governance problems in the New Futures project, an ambitious attempt to bring about community collaboration supported by the Annie E. Casey Foundation. The authors note that the means to govern coordination among agencies, schools and the private sector has yet to be discovered. They describe problems encountered in New Futures cities in the areas of case management, the oversight collaboratives, turf issues, leadership, communication, policy disagreements, and community social conditions. The essential concept of social capital and the critical element of trust are discussed. The limited success of New Futures is attributed to the defining of collaboration exclusively in institutional terms, overlooking the need for engaging everyone in community development for meaningful and long-lasting change.

Program Evaluation

TYPE OF ITEM: Resource Brief

TITLE: *Making a Difference: Moving to Outcome-Based Accountability for Comprehensive Service Reforms*

AUTHOR/SOURCE: Young, N., Gardner, S., Coley, S., Schorr, L. & Bruner, C.

DATE: 1994

CITATION: NCSI Resource Brief #7

LENGTH: 40 pages

PUBLISHER/ADDRESS:
National Center for Service Integration
Child and Family Policy Center
1021 Fleming Building
218 Sixth Avenue
Des Moines, IA 50309
[Phone: 515-280-9027]

DESCRIPTION: This document presents several frameworks to stimulate state and community experimentation in developing an approach toward outcomes-based accountability that would involve comprehensive service reform. Discussion topics include a conceptual framework for examining outcomes, a rationale for developing an outcomes-based system, and the challenges in measuring the impact of comprehensive service strategies. A list of assessment questions for measuring exemplary service impact are suggested.

Program Evaluation

TYPE OF ITEM: Organizational Report

TITLE: Four reports on Healthy Start: 1) *A Healthy Start for California's Children and Families: Early Findings from a Statewide Evaluation of School-Linked Services*; 2) *Developments in Collaborative Planning for School-Linked Services;* 3) *A "Healthy Start:" Student and Family Outcomes of Four School-Linked Service Models*; 4) *School-Agency-Community Partnerships: What is the Early Impact on Student School Performance?*

AUTHOR/SOURCE: Wagner, M., Golan, S., Shaver, D., Newman, L., Wechsler, M., & Kelley, F.

DATE: 1994 & 1995

PUBLISHER/ADDRESS: SRI International
333 Ravenswood Avenue
Menlo Park, CA 94025-3493
[Phone: 415-326-6200]

DESCRIPTION: These four documents are initial evaluation reports on the California statewide initiative known as "Healthy Start." The project involves planning grants and implementation grants, and the reports touch on aspects of both types of projects. The third and fourth documents cited in this group of reports are reprints of papers presented at the annual meeting of the American Educational Research Association in April, 1995.

Program Evaluation

TYPE OF ITEM: Organizational Report

TITLE: *Challenges in Evaluating School-Linked Services: Toward a More Comprehensive Evaluation Framework*

AUTHOR/SOURCE: Shaw, K.M. & Replogle, E.

DATE: August, 1995

PUBLISHER/ADDRESS: Harvard Family Research Project
Harvard Graduate School of Education
38 Concord Avenue
Cambridge, MA 02138

DESCRIPTION: This report examines the evaluations of 18 school-linked projects and identifies challenges inherent in evaluating this type of project. Some of the issues discussed include the complexity and variability of programs, determining appropriate outcomes, measuring impact, research questions and methodology. A framework to help overcome the evaluation problems is proposed in which strategies are suggested to handle each challenge at three stages of the project: planning, measuring implementation, and measuring program success. The information is also illustrated in eight tables. Note: The Harvard Family Research Project also publishes a newsletter, *The Evaluation Exchange*, and the Spring 1995 issue (Vol 1, No.2) is devoted to this topic.

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